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ABSTRACT

This report notes that (1) activism is preferable to apathy, (2) larger problems loom for schools that fail to involve parents and community, (3) board member and administrator rigidity can cause conflict, and (4) black and Spanish-speaking students have special problems. Recommendations for school administrators and teachers emphasize sincerity in responding to student demands; increased communication with parents, students, and community; increased consideration for student needs; and the importance of a knowledge of the law. Appendixes include (1) a model for local community study, (2) sample policies concerning student rights and participation, (3) grievance procedures for students and parents, (4) a teacher evaluation form for students, (5) "The Year of the Militant Student" by Dr. Carroll R. Johnson, and (6) a selected bibliography. (JF)

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Federation AdHoc
Committee Report
January, 1970

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Student Activism

— and involvement in the educational program

EA 003 525

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FOREWORD

(The Federation Study)

As a result of the rising incidence of student unrest in New Jersey schools, the State Board of Education, on March 14, 1969, sent a memorandum to all school districts requesting that each local board submit its plan for handling student grievances and for coping with potential student disorder.

Responses to this request indicated that local districts needed some assistance in analyzing the dimensions of student activism, the root causes of student unrest and disorder, and the prediction and prevention of the conditions that precipitate such disorder.

In early June, P. Paul Ricci, the Federation president, appointed a broadly representative committee to investigate the entire matter of student unrest and the scope of student grievances and to prepare any possible guidelines for the assistance of local boards. Included on the committee, in addition to school board members, were representatives of the New Jersey Department of Education, the New Jersey Association of School Administrators, the New Jersey Association of Secondary School Administrators, the New Jersey Congress of Parents and Teachers, the New Jersey Education Association; also the New Jersey Public Defender.

Starting in mid-June and continuing throughout the summer and fall, the committee met frequently. Literature and audio-visual materials concerning student

unrest were reviewed, discussed and analyzed. The committee met with students, legal and law enforcement experts, and specialists in social and adolescent psychology and in mental health, from both within and outside the state. Members serving with the committee attended numerous other meetings, seminars and conferences on the same subject and brought back additional insights for the collective benefit of the entire group. These activities and discussions provided a learning experience for all involved.

Hopefully, this same process will be repeated over and over in local school districts where board members, parents, administrators, teachers, students and interested citizens will study their own problems, and seek a solution. Members of the Federation's Committee will be glad to provide any assistance possible to districts seeking to provide the same sort of investigation and experience at the local level.

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COMMITTEE TO STUDY STUDENT ACTIVISM

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INTRODUCTION

At the risk of being called "soft on students", the Committee believes that any study of student unrest must proceed from the viewpoint that these are **our** children — whether they be exasperating, rebellious, selfish, ungrateful, confused, misguided, they are nonetheless **ours.** They are not the enemy to be conquered and destroyed; their unrest is a symptom of our own disorder, a signal that all is not well with us as parents, as educators, as community and political leaders and as "reformers".

We need not feel guilty for being what we are nor for what we have done. We have assumed responsibility for the "system" and have done our best in good conscience. We have succeeded and we have failed.

Student perceptions of our system are not necessarily accurate, nor are their reactions necessarily constructive. But these perceptions and reactions are realities and cannot be ignored.

Students form a special-interest group within our segmented society and react as do all special-interest groups — self-centeredly striving for a voice in their destinies and resisting external control. The thing that makes them a "special" special-interest group is that they are not yet full-fledged citizens and have not yet been granted a right to the "peaceful" channels of communication through which adult groups assert their demands. And they do not yet have access to the vote for political leverage.

If we are to approach the problem of student unrest in the hope of solving a problem rather than merely for the purpose of reinforcing preconceived feelings of

self-righteousness, we must start with an exercise in empathy. In its simplest terms, empathy is putting oneself in the other person's shoes (or sandals) and asking, "What would I do now?" This is easier said than done. We all have conditioned perceptions and reflexive reactions based upon our personal experiences. It's not easy to put these aside and cast oneself in an entirely new role. Yet, unless we make a sincere effort to really understand the younger generation's point of view, we are not even going to begin to find meaningful solutions.

Put yourself in the place of a youngster — your own, if you will — intelligent, aware, concerned, disenfranchised; looking for guidance but trying to be independent; frustrated by adult domination but not yet faced with the concerns of his own bread and butter; idealistic but not yet inculcated with the values by which we live. What would you do? You can't answer that question because you're not a student living in the most turbulent period in history. If you want to know what makes these kids tick, you're going to have to listen to them. That means giving them the chance to talk — without fear of punishment.

We don't think they have the answers. They know we don't!

A LOOK AT THE PROBLEM

Change has pressed upon us so rapidly, it has cut across all traditional lines that in the past provided transition and continuity. During these changes, development of human relations skills has certainly lagged far behind other advances. And, while much has been said about the need for better communication among groups of people, new gaps are constantly appearing in true or effective communication.

It is said that an even greater communications or credibility gap exists among people of different ages within the same ethnic group than among different races or ethnic groups. If true, this explanation would certainly help clear away one cloud surrounding current parent-teacher-student relationships. The problem is not that of a generation gap but of a progression of multiple and heightened generation gaps.

Committee members asked themselves many questions in an effort to understand more fully the viewpoints of today's students and their philosophies and approaches. Does the world as today's adult sees it appear different to someone of a different age group and with a different background of experience? What is the effect of living one's entire life under the constant threat of possible nuclear extinction? Of possibly being asked to give one's life in a war for which many young people say they find no meaning? What is the overall effect of living in a world of instant history and of non-edited experience via T.V.? What does it mean to accept our economy as something that works and will continue? To have never seen a depression? To take

for granted that our society will always work and that one will always be able to make a living?

Our children have seen an acted-out mythology of good guys and bad guys and they know it's not true. They have seen the incompatible contrasts and contradictions in our society, if only in sequential T.V. news items, and because of it they object to overly simplified teachings in our schools.

Have we taught our young to question but never seriously thought they would? Or have we perhaps assumed they would readily accept the same answers we did? These are just a few of the questions with which committee members had to come to grips as they surveyed student activism and attempted to look behind the emotions and surface incidents to seek underlying causes and an approach to fair solution.

NEED FOR STRUCTURE

The adult world has attempted to create the ideal of a pluralistic society in which there is room for difference of opinion and in which there are methods, albeit imperfect, for resolving those differences. In other relationships society has come to accept structured conflict, negotiation, and compromise as a way of life. However, most schools have not provided a lifelike working structure for pupils to use in airing complaints and in arriving at compromise.

ADDED DIFFICULTIES

Certainly, racial unrest, interference from individuals outside the schools, drug abuse and the natural rebelliousness of youth have all had an impact on student activism. The manner in which the mass media report student dissent has also heightened the problem.

However, there is no evidence that any of these factors is of key importance. Many of the student activists are among the brightest and best students we have produced. Most of them do not want to destroy our system. They do want to free it and to make it more flexible so they can be more at home in it. They do resent the vast range of difficult and frustrating problems they will inherit and our apparent unwillingness, from their point of view, to move boldly and immediately to deal with those problems.

In our mass society, group activism is here to stay as a method of bringing problems to public attention. A major problem, at all levels of society, is the setting up of procedures for involvement, for the constructive channeling of activism, and for the fair settlement of disputes.

FOCUS OF DISSENT

Student activism has focued on a wide variety of concerns that differ from district to district. The following list, though far from complete, gives some idea of the range of concerns.

- dress and hair regulations
- smoking and cafeteria rules
- assembly programs
- choice of assembly and club speakers
- newspaper censorship and regulation
- underground papers or pamphlets
- scheduling of sports and social events
- homework
- grades
- race relations
- "the system"
- pupil suspension
- general rules of conduct
- quality of teachers
- teacher and administrator evaluation and selection
- freedom to choose teachers
- curriculum content
- class groupings
- scheduling
- sex education
- black history and culture courses
- study halls
- ROTC

class size
religion
extra-curricular activities
programs for low achievers
lockers
Vietnam
the draft
use of motor vehicles
cheerleader elections
need for new student organization
condition of physical plants
inactivity, artificiality, or non-representativeness of student council
rising costs
desire for bigger voice in rule making

CARING IS VITAL

Students say these concerns are assertions of personal freedom and of self-identity. They say that these concerns are born of the frustration arising from being done to, rather than being part of; from being cared for as a group rather than being cared about as individuals.

When students are consulted and involved, when they are permitted to participate in the solution of the basic societal problems with which they are concerned, they readily admit the difficulty of solution. They also know that we don't have any fool-proof solutions, and they deeply resent those adults who pretend to have knowledge they don't really have or who attempt to pass off rigid or simplistic answers as expertise.

Students will usually respect and accept authority when it is expressed in terms of one responsible human being relating to another in human terms. As a rule, students will respect the authority figure when that person demonstrates competence, projects fairness and sincerity, admits weaknesses, and conveys a team spirit approach to complex issues.

CONCLUSIONS

The committee's investigation of current student activism and unrest suggests a number of ideas:

1. **Student Power**

As the younger generations become more nearly the majority of our population, they become more of an active force, and one to be reckoned with. Also, as they become a more potent force, they become the target of forces seeking to use that potency. Youth will have to know how to cope with these forces, and how to make intelligent selections of proposals offered. Schools share a large part of the responsibility for preparing students to anticipate, evaluate and cope with such forces. But attempts to edit the world the students experience or to shelter them from reality will not succeed.

2. **Confrontation Works**

Youth has seen and learned well from other segments of our society that the tactics of confrontation work successfully and can be used advantageously. Teacher militancy, the labor movement and the civil rights movement have all driven home that lesson.

3. **Isolation is not Immunity**

There are few schools in the state that are immune from student activism and unrest. Unrest is not a black-versus-white phenomenon. It is not a phenomenon of the disadvantaged. The all-white, upper-middle-class suburban district is no more immune than is the urban district. Neither the board nor the administration necessarily knows the full dimensions of the situation in their own community even though they may think they do. For instance, community attitudes

and unrest may cause trouble in the schools. One lesson which certainly should be learned is that the "it can't happen here" philosophy is fallacious.

4. **Vitality is Disturbing**

Neither the attitude that "no kid is going to tell us how the schools should be run", nor the attitude that "I'll do anything to quiet troubled waters and bring peace", is really constructive in meeting student unrest. Student activism can be a positive force. Along with some seemingly outlandish demands, students have made many cogent and important points and have raised legitimate issues. Given an opportunity to discuss their concerns with interested adults, students, themselves, will point out the essential issues. Increased student involvement can have great potential for improving the school environment. Neither attitudinal rigidity nor absolute appeasement is desirable.

5. **Activism Better Than Apathy**

Student activism is the product of diverse and varying motivations. It cannot be responded to in any single fashion. However, while unrest is produced by conditions unique to each locality, there is a pervading commonality. This commonality is student desire for greater self-determination, for greater expectations, for greater participation in decisions which affect him. And none of these is nearly so great a problem as student disinterest or apathy.

6. **Effective Change is Needed**

Many students feel that school boards, by and large, have not reacted effectively to bring about the changes the students know should be made. Students feel that, too often, the administration has dealt with

change only in a token or superficial manner. Sometimes innovations have been undertaken with insufficiently trained or uncommitted personnel.

7. **Signs of Bigger Trouble Ahead**

If student and teacher activism are viewed as serious problems, there are signs already present of an even greater problem with the citizens of the community. Any district that is not moving creatively and earnestly to effectively involve the parents and the community in the educational program and process is simply inviting greater turmoil.

8. **Rigidity Can Cause Conflict**

Much of the conflict can be blamed on board member and administrator attitudinal rigidity and on faculty use of human relations and public relations techniques.

9. **Black Students and Spanish-Speaking Students Have a Special Problem.**

The rigid attitude of some school officials has been a prime contributor to unrest among black and Spanish-speaking students. These students do have distinct and different problems. They are generally a minority in the school community. They view the system as hostile to them and they look upon those in charge as not really caring. They are, by and large, poor. They are visible and their alienation and feeling of rejection cannot be swept aside. They cannot relate to a system that continues to resist bringing them into the mainstream. At the same time, they have developed their own sense of pride. They have their own heritage and their own accomplishments and they are not willing to see these go unnoticed. They are not willing to

lose their identity as a price for entering more fully into American society.

10. **Relevance is the Big Issue**

Much of the current school curriculum does not appear relevant to the student and does not seem to have any direct application to his life outside of the formal school setting. There is too great a gap between the artificial, in-school world and the real world. The books the student is required to read in school may seem pointless to him; the history curriculum that retains rote memorization of century-old dates he may find meaningless; the social studies classes may seem to offer no enlightenment or solution to the problems faced by him, his friends and his family.

RECOMMENDATIONS

1. **Response and Involvement Must be Sincere**

The key to dealing with student activism is attitude. Principles of involvement and participation must be carried out meaningfully, with sincerity and integrity. Students want, most of all, to be listened to as individuals and appreciated as human beings. Every technique devised or suggested for resolving conflict can have negative rather than positive effects if those using the techniques substitute manipulative motives for sincerity and openness.

Operation of the modern school system must be truly a shared responsibility. School boards and administrators must use their powers well if they wish to retain them. They must open up the decision-making process to make room for true teacher, student, parent and community involvement and participation. For instance, a school system could hold conferences on curriculum to give students a voice in their own education, to give teachers an opportunity to communicate what they have learned from their classroom experience, to offer parents a chance to express their views on what they want their children to learn, and to give interested citizens a forum in which to share their practical experience and offer their opinions on education.

The aim of the school must be to educate. Control should be only a means to that end. The educational program must provide help for students to learn about life as a preparation for living life more fully. The focus must be toward developing the potential of the individual, as well as placing emphasis on surviving

obstacles and earning credentials to permit him to live at a higher economic level.

2. **Boards Should Know the Law**

Every school board, for its own protection, should seek appropriate legal advice regarding the rights and privileges of students and procedural due process in matters of discipline. Rules should have an adequate reason for existence. To avoid the embarrassment of ending up on the wrong side of a legal dispute, a board might well apply the following three questions to every rule, limit, restraint or code it considers imposing:

a. Is the rule necessary for the orderly and effective operation of the school system?

b. Does the rule involve some suppression of freedom of expression?

c. If so, is the incidental restriction on alleged First Amendment freedom any greater than is reasonably necessary for the orderly functioning of the schools? (Particular caution should be exercised when approaching questions of censorship.)

In case of doubt on any of the points, the board should request the opinion of its attorney concerning the matter.

3. **Schools Should be a Laboratory**

Students should be taught citizenship and the law as it pertains to their rights and their responsibilities and the rights of others. School districts should examine the breadth, scope and depth of their citizenship education programs. The school should serve as a laboratory for the practice of citizenship. For example, a student government body (such as a student council) that is really representative of the student body and

that is allowed to deal with real issues, can be an excellent training ground for responsible citizenship.

The school system should ask itself: Do students really grasp the operation of local, state and national government? Are they exposed to community and school board meetings? Is in-service training in leadership really available? Does it have a permanent place in the district's overall program?

4. **Communication Must Be a Working Program, Not Only a High-Sounding Principle**

Meaningful emphasis should be placed on all aspects of communication and human relations. This attention requires concrete support in the form of personnel and of money. Research is required to gather necessary data from and about the community. Every aspect of the school system must be examined to determine what it says to its various publics — the students, the teachers, the parents, the community and its many segments.

New communications channels should be created to provide greater liaison, rapport and involvement with each of these publics. Dialogue must be continuous and on-going. School systems or several small systems working together should give strong consideration to employment of a full-time specialist in public relations to ensure adequate public contact. Representative student-parent-teacher-administration-community advisory groups should be considered for each school building. Such groups could serve as sounding boards for ideas, as communication links to the larger groups they represent, as predictors and identifiers of potential problems, and as vehicles for the continuous evolution of philosophy.

a. Channels for communication and for cooperative planning with local government and with local police should be increased. Lines of authority for emergencies should be cleared, and a better understanding of mutual problems and of each other's problems should be developed.

b. Confrontation should be viewed as a mode of communication. It may indicate the failure of other existing communications channels. If so, it can be viewed positively and used constructively to bring about better communications.

c. The schools should provide opportunities for diverse groups — groups of different ethnic background and with varying philosophies and beliefs — to meet and get to know one another. When important issues arise, all who are affected — students, parents, teachers, citizens, etc. — should have an opportunity to exchange views and to be heard.

d. Schools must do a better job of reporting and interpreting to the public, via all media, the educational processes taking place inside their walls.

5. **Focus on Goals**

New attention and focus should be placed on goals — national, state and local. This should pervade the entire school system and reach down into the individual classroom where there should be more goal orientation and less subject-matter orientation. An economics class, for example, might discuss reform of the nation's tax structure; a social studies class could talk about elimination of poverty in the United States or could debate the Vietnam War within the context of our nation's global responsibilities.

6. **Remember — Schools Are for Students**

The entire curriculum should be examined, with the aid of the students, as well as parents and teachers, for diversity, integrity, flexibility and relevance. There should be focus on knowledge of self. There should be opportunity for independent study and for volunteer service in real-life situations. There should be more outlets for the restless and independent spirit of youth, less reliance on restraint, rote memorization and regurgitation.

7. **Qualified Citizens Should be Sought to Serve on School Boards**

There should be conscious, honest and cooperative effort to seek out and induce the best-qualified members of the community to serve on the board of education.

8. **Establish Channels for Handling Student Complaints**

Channels for student grievance and dispute settlement should be established and well publicized. In addition to formal grievance procedures for students, other mechanisms used in labor-management relations for settlement of grievances might be considered.

Student suggestions for handling of complaints should be encouraged by the school administration. Actual negotiations procedures might well be considered in addition to advisory committees. Procedures such as mediation, establishment of an ombudsman office for students, or involvement of a committee representative of all interests might be considered to settle serious disputes.

9. **Define Lines and Set Limits Clearly**

After all of this searching, examination, provision for freedom of expression, establishment of procedures for just treatment, for humanization, for individualism, for involvement and for settlement of disputes, limits must still be set and authority must still exist. Those lines that must be drawn should be set forth clearly in written policy and fully publicized. The student should know what his rights and freedoms are and what procedures are available to him; he should also know and be fully aware of what the limits are.

Summary of Recommendations

1. **Response to Students Must Be Sincere.** Be honest and sincere in your response to student demands for participation and involvement in the operation of their schools. Tokenism and "lip service" can lead to further trouble.
2. **Know the Law.** Be sure you know the law in regard to student rights and student discipline. Seek legal advice before instituting any rule, limit, restraint or code affecting student disciplineand behavior.
3. **Teach Responsible Citizenship.** Schools should be laboratories for practice of good citizenship. Use your school, your curriculum and your student organizations to teach government and to train students for responsibility and leadership.
4. **Develop and Expand Your Channels for Communication.** Effective communication with parents, community leaders, students, teacher and citizens can win support, sympathy and understanding for the goals and views of the school.
5. **Focus on Goals.** Concentration on goals, rather than on subject matter, can add relevancy and interest to the school curriculum and promote citizenship training.
6. **Remember that Schools Are For Students.** Students are clients, not inmates. Their needs should be the first consideration of the schools.
7. **Seek Out Your Best Citizens to Serve on the School Board.** The finest and most qualified people in the community should be sought out and induced to serve on the school board.
8. **Establish Channels for Handling Student Complaints.** Every school system should have definite procedures, policies and channels for handling student grievances and settling disputes. Every student should be familiar with them.
9. **Define the Lines and Set Limits.** Ultimately, limits on student activism must be set and lines of authority must be drawn. These should be put into writing and fully publicized so that no student can plead ignorance of official policy.

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All statements of policy and procedure (appendices B — D) are presented herein merely as samples for reference, not as models. Inclusion does not necessarily represent endorsement or recommendation by the Federation or it's Committee.

Appendix A

STUDENT ACTIVISM
COMMUNITY STUDY MODEL

The following community study model is offered as one method by which local districts may move effectively to cope with student activism in the local districts while ensuring that proper allowance will be made for particular local conditions and situations. The Federation's ad hoc Committee to Study Student Activism and Involvement in the Educational Program believes it is vital that a similar investigation take place in every local school district in the state responsible for the education of junior high or senior high school students.

A major advantage of this kind of study is the process of self-education for members of the group involved. A major outcome of the process should be the development among committee members of an awareness and of a sensitivity to the points of view of others.

Each district has its own individual problems and, perhaps, requires its own individually-tailored solutions. Local committee recommendations must derive from a review of the local scene and a desire for the best education possible for students in the district. Open discussion and a receptive attitude are the essentials.

MODEL

1. The board of education should announce, and publicize well in advance, the intention of forming a committee to study student activism. Ample time and opportunity should be provided for interested members of the community to volunteer and be included in committee membership. The board should then appoint sufficient other members, if necessary, to constitute a broadly-representative group of citizens touching all segments of the community. Included should be representatives from the school board, the administration, parents, teachers and a representative group of students.

2. Background material should be collected and disseminated well in advance of the first meeting. Some sort of binder should be

provided to make it easy to keep all materials in one place. The school district should make staff and facilities available to assist in the duplication and dissemination of committee notices, materials and minutes.

3. At the first meeting, the committee should be charged carefully with its role and function (e.g., an advisory committee to investigate student activism, its causes and effects, to study the local situation, and to prepare recommendations for the local board of education). The committee should understand that its recommendations are of an advisory nature, only.

The superintendent of schools, the school attorney, or some other individual with expertise, should sketch in some of the legal and philosophical backgrounds behind student activism and stimulate discussion among the participants.

The film strip, "And Now What?" is a useful, tone-setting audio-visual aid available on loan from the Federation office. This strip can be used to set the discussion stage after background remarks.

4. The committee may wish to consult one of the members of the Commissioner of Education's School Emergency Task Force. Such member could be used either as a resource person or as an actual speaker at a meeting. The committee may also wish to talk with a wide range of consultants at subsequent meetings. Specialists in mental health, social and adolescent psychology and group dynamics, law enforcement and legal experts, and members of the American Civil Liberties Union can all provide valuable perspectives for the group.

5. The committee's recommendations for local board action should be in the form of a final report which has been formally adopted by the committee. Members of the local board should have agreed before encouraging the study that the results of such a community-based effort would be of considerable importance.

6. The board of education should adopt necessary policy to implement the report and should take the steps required to carry out the recommendations (on-going educational programs for students, and for citizens, grievance procedures, etc.). Maximum publicity value should be given to the report and to the board's responses to the report. If the board must amend or modify the action called for in the report, or if the board cannot agree with the recommendations, the matter of communications becomes even more vital. The

board's reactions to the report must be explained in detail to the members of the advisory group and to the community at large. Careful attention must be paid to explaining the board's position and giving reasons. The poor public relations that could result from not giving proper consideration to these aspects could be as detrimental to the system as never having acknowledged the problem at all.

Appendix B

The following policy was adopted by the Montgomery County Board of Education on August 25, 1969, and is effective immediately. Procedures to aid in the implementation of this policy will be formulated in the near future by the superintendent of schools.

Montgomery County Public Schools, Rockville, Maryland

a policy statement on . . .

STUDENT INVOLVEMENT IN THE EDUCATIONAL PROCESS

A primary task of the school is to create a stimulating learning climate for all students. Two essential factors in such a learning climate are the active involvement of students in their education, including the planning and evaluation thereof; and the fostering of a spirit of inquiry where students may freely express their own views and listen to and evaluate the opinions of others. The school staff, parents and students have a responsibility to work together so that this learning climate will permeate the total school program.

One of the goals of school systems throughout America is the development in students of an appreciation of the democratic way of life. This is one of the twelve Goals of Education in the Montgomery County Public Schools. An appreciation of the democratic way of life must include the study of our national heritage and, to the fullest extent possible, opportunities for students to exercise their rights and assume their responsibilities of citizenship.

To achieve this goal, the staff, students, and parents must work cooperatively to avoid the extremes of regimentation and authoritarianism on the one hand and anarchy and irresponsibility on the other. This statement sets policy guidelines to help promote individual freedom, responsibility, and good citizenship and to maintain the orderly process of education.

This statement should not be interpreted as being all-inclusive, for the student has rights guaranteed by the Constitution and the law. One of the most important of these is his right to participate in

a school activity, regardless of race, religion, nationality, or economic status. No student may be barred from any school activity for any reason other than those established by state and county eligibility requirements and those legitimately related to the purpose of the activity.

A student's exercise of rights and privileges in the school setting must depend on his age, maturity, and, to an extent, the standards of the community in which he lives. No right is absolute. Every right has its limitations. One basic limitation is that the exercise of the rights of one individual or group ceases when it infringes on the rights of another individual or group. Other basic limitations that pertain to the public education process are found in state law, by-laws of the State Board of Education, and policies of the Montgomery County Board of Education.

The mature exercise of rights and privileges demands the exercise by adults and students alike of the concomitant responsibility to respect the rights of others and to respect legally constituted authority.

The effective implementation of these policy guidelines requires the exercise of good faith on the part of students, parents, and school personnel and a basic respect for the worth of each individual and his ability to contribute to society.

1. Students must be actively involved in the learning process. Therefore, in each course and at each grade level, students shall be encouraged to participate in establishing course goals, suggesting interest areas, planning classroom activities, and in appraising the course. Student suggestions and recommendations concerning curricular offerings and opportunities shall be permitted at any time and shall be solicited by the professional staff.

2. Freedom of speech is guaranteed to all citizens and must be guaranteed by the schools for all students. Students shall have the "opportunity to investigate all facets, sides, and/or opinions of and about any and all topics and materials introduced or presented and (teachers) shall have a special responsibility to provide such opportunity with regard to those which are or may be of a controversial nature. Such materials presented to students must be relevant to the course and appropriate to the maturity level and intellectual ability of the students. The teacher shall further be responsible to permit the expression of the views and opinions of others and to encourage

students to examine, analyze, evaluate and synthesize all available information about such topics and materials and to encourage each to form his own views and opinions through such procedures. Teachers shall at all times strive to promote tolerance for the views and opinions of others and for the right of individuals to form and hold differing views and opinions." (Article 25, Section C.1., "Agreement between Montgomery County Education Association and Board of Education of Montgomery County for the School Year 1969-70.")

3. Students and staff should be involved in the planning and execution of assembly programs. On the basis of the nature and content of the assembly, the principal shall determine whether attendance is required or voluntary.

4. School sponsored, voluntary forums of interest to students, held outside of the regular class schedule, are to be encouraged. Students will have maximum freedom in planning and conducting such forums.

5. Students must be free to establish and are encouraged to participate in student government organizations that provide all students with a voice in school affairs. Open channels of communication should exist between the student, his student government, the faculty, and the administration. When recommendations are made by the student government, they should receive a prompt and substantive response.

Qualifications for holding office shall be determined by the student government, but must be in accord with county-wide eligibility requirements. In unusual cases, a principal may find it necessary to disqualify a student from running for office. In such cases, the principal shall explain the reasons for such action to the student prior to the disqualification.

6. Students shall be encouraged to form and participate in a variety of extra-class organizations as a means of broadening their educational experiences. Pupil organizations that conduct activities on school premises must be authorized to do so by the principal and must have faculty supervision.

The activities of students carried on entirely outside of normal school hours and off school grounds shall not be the responsibility of the school, and no student shall be penalized because of his activities in such outside organizations.

7. School newspapers, yearbooks, literary magazines, and similar publications are to be encouraged as learning experiences. As such, they shall have qualified faculty advisors and shall strive to meet high publications standards. It is essential that school newspapers provide an opportunity for members of the school community to express a variety of viewpoints.

Under the following procedures, student publications produced without school sponsorship may be distributed in schools:

1) They must bear the name of the sponsoring organization or individual;

2) They may not be sold on school grounds;

3) A time and place for distribution must be cooperatively established with the principal; and

4) A copy must be given to the principal for his review. (He may require that the copy be given him up to three school days prior to its general distribution.) If, in the opinion of the principal, the publication contains libelous or obscene language, advocates illegal actions, or is grossly insulting to any group or individual, the principal shall notify the sponsors of the publication that its distribution must stop forthwith or may not be initiated, and state his reasons therefor. The principal may wish to establish a publications board composed of staff, students, and parents to advise him in such matters.

Students may distribute or display on designated bulletin boards materials from sources outside the school subject to the same procedures that govern student publications. The distribution of such materials as commercial advertising, partisan political materials and certain religious literature is restricted by MCPS Regulation 270-2.

8. Student dress and grooming is the responsibility of students and their parents, unless some standard of dress and grooming is a reasonable requirement of a course or activity or necessary for reasons of health and safety.

Schools may develop advisory guidelines for dress and grooming through the cooperation of students, parents and teachers. School personnel may counsel with those who affect extreme styles of dress and grooming.

Unless a student's dress and grooming causes or is likely to cause

a disruption of the educational process, he shall not be disciplined because of the way he dresses or grooms himself.

9. The student has a right to an education, and any disciplinary measure that deprives him of this right shall be used only in extreme cases. The disciplinary actions of administrators and teachers shall be fair and appropriate, and school disciplinary policies should be developed as called for in the 1969-70 Agreement between the MCEA and the Board of Education. Student conduct that for any reason materially disrupts classwork, or involves substantial disorder, or invades the rights of others, will not be tolerated, and may be cause for suspension. Parents must be notified as promptly as possible in all cases of suspension.

A student's conduct may necessitate his being temporarily removed from classes until a parent conference takes place. The parent conference should be scheduled as early as possible, and this temporary removal from classes is not to be considered a formal suspension unless specifically designated as such in writing.

10. Each school shall establish a procedure for the consideration of student problems and the processing of student complaints. This procedure should evolve from the cooperative efforts of students, faculty, and administration. All students should be guaranteed access to appropriate school personnel within a reasonable period of time, including the right of appeal.

The Board of Education has a strong interest in these policy guidelines and will review their implementation during the 1969-70 school year.

Evanston Township
High School, Illinois

Policy On Student Expression

The Board of Education of Evanston Township High School, District No. 202, desires to promote an orderly educational community which reflects traditional democratic values and constitutional principles, including freedom of expression by students.

The Board recognizes that the achievement of a proper balance between order and freedom is among the more perplexing issues confronting secondary education today.

The Board considers it essential to define an appropriate balance in these matters for the guidance of the administration, faculty, parents and students. Accordingly, as regards the expression of ideas and opinions by students on school premises the Board hereby prescribes the following policy.

Section 1. Student Rights

Subject to the procedures and General Limitations herein provided, students who legally attend Evanston Township High School may express opinions and ideas, take stands and support causes, publicly and privately, orally or in writing. Such actions shall be referred to herein as "protected activities." There may be no interference with these protected activities solely because the viewpoint expressed may be unpopular.

Section 2. Exercise of Protected Activities on Bulletin Boards

At least one bulletin board shall be provided in each school for the use of approved student organizations, informal student groups and individual students. Other bulletin boards may be designated for official school announcements only. Any bulletin board so designated shall be for restricted use and materials placed thereon by students may be removed by the school.

Prior approval by school officials is not required for the posting of notices or other communications on assigned student bulletin boards. All such materials, however, must conform with the General Limitations herein provided. Bulletin boards designated for

students may be used for school activities, out of school activities, or matters of general interest to students.

Any posted material deemed to violate the General Limitations herein provided may immediately be removed by the school administration. At the request of interested students or of the sponsoring student organization, the school official responsible for removing the materials will explain the nature of the violation.

All student posted notices or communications shall be subject to reasonable size limitations and shall be dated and may be removed by the school after seven days to assure full access to bulletin boards for all students.

Section 3. Exercise of Protected Activites through Distribution of Written Materials and Circulation of Petitions

Subject to the procedures and General Limitations herein provided, students may exercise their protected activities through (i) the distribution of handbills, leaflets and other written materials and (ii) the collection of signatures on petitions concerning either school or non-school matters or issues.

(A) The time for the conduct of any activites under this Section 3 may be restricted by the school administration to certain designated times, such as periods before school begins, after dismissal or during lunch periods, to the extent that such restrictions are deemed necessary to prevent interference with the school program.

(B) The places for the conduct of such activities may be reasonably restricted by the school administration to permit the normal flow of traffic within the school or on the school premises.

(C) The manner of conducting such activities may be reasonably restricted by the school administration to prevent undue levels of noise, or to prevent the use of coercion or unreasonable interference with any person. Littering shall not be a sufficient grounds for preventing the distribution of materials.

(D) No written materials shall be distributed and no petitions shall be circulated by students on school premises, within the intent and purpose of this policy, unless such written materials and petitions have first been reviewed by the school principal or his designate for a prior determination that such written materials or petitions do not violate the General Limitations herein provided. The decision of the school official shall be as prompt as possible. Subject

to the right of appeal herein provided, no written material may be distributed or petition circulated except where any such matter has been determined by the principal or his designate not to violate any General Limitations.

School officials shall not prohibit the distribution of written material or circulation of petitions unless there is contained therein matter which violates one or more of the General Limitations. Where any such decision is rendered the school official shall specify the manner in which it is deemed that this policy would be violated by the proposed distribution or circulation.

Section 4. Exercise of Protected Activities through Signs and Symbols

Subject to the General Limitations herein provided, students may carry or wear placards, buttons, badges or armbands on school premises.

Section 5. General Limitations

In order to insure the orderly and efficient operation of school operations, all protected activities shall be subject to the following General Limitations:

(A) No activity which materially or substantially interferes with appropriate student discipline on school premises shall be deemed protected activity.

(B) No activity which materially disrupts the normal operation of the school or provokes any substantial disorder shall be deemed protected activity.

(C) No activity which invades the lawful rights of other persons shall be deemed protected activity.

(D) No activity shall be deemed protected activity which involves the use or expression of obscenities. Also, no activity which includes any sexual or prurient theme, where, given the particular context, content and manner of communication, such use or expression may reasonably be expected to be substantially harmful to the normal development of younger, impressionable, and less mature students in the school shall be deemed a protected activity.

(E) No activity involving the use of false statements or innuendoes which may subject any person to hatred, ridicule or contempt, or which may injure the reputation of any person, shall be deemed protected activity.

(F) No activity involving the use of statements grossly offensive to the reasonable sensibilities of school personnel, or unfairly or unduly injurious to their professional reputation, shall be deemed protected activity. Nothing herein, however, shall be deemed to prohibit the legitimate criticism for the purpose of redressing grievances actually deemed to exist.

(G) No activity involving statements grossly offensive to the reasonable sensibilities of any racial, religious or ethnic group, or any members thereof, shall be deemed protected activity.

(H) No activity involving the use of written materials to advocate that any religious denomination, sect or point of view is preferable to any other religious denomination, sect or point of view shall be deemed protected activity.

(I) No activity involving the advocacy of the use of any substance or materials which may reasonably be believed to constitute a direct and substantial danger to the health of students, or providing any information as to the availability of such substances or materials, shall be a protected activity.

(J) No activity involving advocacy of the violation of existing statutes, ordinances or other established laws or official school policy, rules or regulations shall be deemed protected activity.

(K) No activity involving the distribution of written materials which has a significant purpose of advertising commercial products or services for sale by profitmaking organizations shall be deemed a protected activity.

(L) No materials may be circulated or distributed in exchange for any payment, whether as a price or voluntary contribution, for such materials. Nor shall any student receive payment for services in the distribution or circulation of any material. No circulation or distribution in violation of this paragraph shall be deemed protected activity.

(M) No written material published in connection with a protected activity shall be prepared by use of school equipment or property without specific prior approval by appropriate school personnel.

(N) All copies of any written materials, whether posted on bulletin boards or circulated and distributed on school premises, shall bear the names of approved student organizations or of other

sponsoring student groups or students. In the case of a student group, the names of at least two students principally involved in the posting, circulation or distribution shall be included.

Section 6. Violation of Policy

Any violation by any student of the procedures or General Limitations herein, or any administrative rules, decisions or action adopted or taken in pursuance of this policy, may subject the student to discipline, including suspension or expulsion in accordance with such procedures as may be provided by law and rules and regulations adopted by, or pursuant to, the authority of this Board of Education; provided, that except in cases involving gross and intentional violations, the first violation of this policy by any student shall be followed by a warning, oral or written, to cease and desist such alleged violation, which warning shall explain in what way the action violates this policy. A copy of any written warning shall be immediately transmitted to such student's parents. Any further violation of this policy by such student may be deemed gross disobedience subject to the discipline procedures hereinabove provided.

Section 7. Appeal Procedures

If any activity, whether undertaken or proposed to be undertaken, is determined by any school administrator to violate this policy, the approved student organization, student groups or students who have undertaken, or propose to undertake, such activity may, within one week from being advised of such determination, appeal to the Superintendent, who shall render his decision as promptly as possible in the circumstances. If the Superintendent deems such procedure appropriate, he may attempt to reconcile any differences of opinion as to the requirements of this policy.

The decision of the Superintendent shall be final, except as to any case which he may deem appropriate for reference to the Board of Education.

Section 8. Miscellaneous

(A) The provisions of this policy shall be applied on a nondiscriminatory basis and in a manner designed to assure maximum freedom of expression for students in a manner consistent with this policy. No requirement of approval shall be imposed on the distribution, circulation and posting of written materials, except as provided herein and except in such specific circumstances and

to such extent as the Superintendent may deem necessary on the basis of any clear and present danger to orderly and efficient school operations.

(B) Whenever in the interpretation of this policy it is necessary to determine the meaning of certain words, the Superintendent shall make such determination, giving due regard to laws of the United States and the State of Illinois and applicable Court decisions.

(C) Any petitions filed by students with any appropriate school personnel shall be reviewed by a principal or assistant principal who shall endeavor to adjust any differences of opinion.

If substantial differences of opinion are unresolved after 5 days from the date of filing of said petition, the petition shall be forwarded to the Superintendent. If the differences remain unresolved for 25 days thereafter, the Superintendent shall forward the petition and a report thereon to the Board of Education for further decision.

(D) Whenever in this policy a decision or action, other than the formulation of a general rule, is required by the Superintendent he may delegate his authority to render such decision or take such action, subject to his review, to one or more members of the administrative staff.

Section 9. Purpose of Policy and Responsibility of School

It is the purpose of this policy to balance the rights of student expression with the interests of an orderly and efficient educational process and of a school environment suitable for the healthy growth and development of all students. It is not the purpose of this policy to regulate student expression in behalf of any other interests. The school assumes no responsibility for the contents of any written matter posted, circulated, or distributed, or of the student conduct, taken in accordance with this policy, insofar as such matter or conduct may relate to any interests other than those of an orderly and efficient educational process and a proper school environment.

Be It Further Resolved,

That within 30 days following the conclusion of the first semester of the 1969-70 school year, the Superintendent shall submit to the Board his report on the operation of this policy, with any recommendations relating thereto.

Shore Regional High School
West Long Branch, New Jersey

POLICY ON STUDENT DISORDERS

Recognizing that violence, disruption, vandalism, seizure of buildings, sit-down strikes, mass truancy or tardiness, and other forms of student revolt which by their action impede, deter or eliminate the rights of non-protesting students to procure an adequate education, and recognizing that it is the duty of the Shore Regional Board of Education to offer such an education for the total number of days and hours stipulated in the yearly calendar, said Board of Education does hereby condemn all the aforementioned acts of student protest and makes the following policy to augment its position.

Preventative Measures:

1. Parents will follow these procedures for making known their concerns and receiving just redress:
   (a) Complaints will be made to school personnel at the level of authority at which the grievance originated. (Teachers, Principal, Superintendent, Board of Education, County Superintendent, Commissioner of Education, State Board of Education, Courts)
   (b) If satisfaction is not achieved at this level the parent may resort to the next level until he feels his grievance has been satisfied or until he has reached the final rung in the ladder of appeal.
   (c) The above procedures will be published in the "Parents' Newsletter" August issue each year.
2. Students have the following procedures for voicing their concerns:
   (a) The Student Affairs Committee of the Student Congress meets regularly with the Principal to discuss matters of concern to the student body. Any student, individually or as a group, may make known to Student Affairs Committee through his homeroom representative, any grievance or complaint, which matter will be discussed with the Principal. The decision will

be explained to the grievant by the Student Affairs Committee.

(b) Any student or group of students who feels that the decision by the Principal was unsatisfactory may ask the Principal to have his grievance referred to the Superintendent and then to the Board of Education.

(c) In matters of extreme emergency, the grievant(s) will contact the chairman of the Student Affairs Committee who will arrange a meeting with the Principal before the close of the school day.

(d) The above policy will be printed in the student handbook each year.

Student Disorders

The following procedures are suggested for dealing with any student disturbances that have reached proportions which cannot be handled through normal disciplinary procedures. However, nothing contained below will prohibit the administrator or faculty from taking other more expedient methods should the situation warrant it.

1. The Principal will indicate to the students involved in the disturbance that there are acceptable channels for voicing their grievances and that they will be given five minutes to return to their classes or other assigned areas.

2. At the end of five minutes, teachers will be assigned to take down the names of all students who have not complied.

3. Every effort will be made to contact the parents of the students involved in the disturbance. Parents will be given a reasonable time to confer with their children in an effort to dissuade them from their activities.

4. Students who return to classes at this time will be considered as complying with directives.

5. Students who leave the building at this time will be considered illegally absent.

6. Students who refuse to comply at this time will be removed from the school by the police and will be charged as a disorderly person and will be subject to suspension and possible expulsion by the Board of Education.

7. In the event of physical violence involving the safety of any student, step 6 will be instituted immediately.

Portland, Oregon

BOARD POLICY ON STUDENT PARTICIPATION IN SCHOOL AFFAIRS

Most students desire a stronger voice in the decisions which affect them, and their efforts are welcomed by the Board of Education.

The Board of Education views student participation in school affairs as an extension of the educational process. This district will encourage students to participate through planned programs and procedures in the government of the school and in curriculum evaluation.

As citizens, students have the right to acquire an education appropriate to their interests and potential; they have the privilege of genuine participation in planning instruction; they have the responsibility to assist in devising regulations for student conduct which provide for all students an educational climate free from interference and interruption.

By participating more actively, students can be a resource to the improvement of schools and reduce cultural, generational, and authority barriers to communication.

Approved: Board of Education, School district No. 1 Portland, Oregon, August 25, 1969.

PORTLAND PUBLIC SCHOOLS
Office of the Superintendent
631 N. E. Clackamas Street
Portland, Oregon 97208

MEMORANDUM September 12, 1969

RE: **Procedures for Implementing Board Policy on Student Participation in School Affairs**

Each secondary school shall evolve a program for meaningful participation of students in school affairs which will give attention to the following areas:

I. **Communication**
Schools shall establish some organized ways in which faculty, students, and administrators discuss substantive school issues on a regular basis.

II. **School Government**
Student government shall be so organized as to provide constructive participation of students in those school matters for which they can reasonably be expected to assume responsibility.

III. **Student Newspapers**
An editorial policy for the school newspaper shall be established cooperatively.

IV. **Discipline and Control**
Schools shall publish and clarify all school rules and establish procedures for evaluating and modifying the rules with the aid of students and provide some mechanism for the hearing of student grievances.

V. **Curriculum and Instruction**
Each school shall provide opportunities on a regular basis for student participation in curriculum evaluation and instructional planning.

The report developed by the **ad hoc** committee has been discussed with secondary administrators and will be used as resouce for the development of local school programs.

Administrators will be expected to report to the superintendent from time to time their progress in carrying out the intent of the Board Policy.

The committee report is attached for your information along with a listing of areas of expressed student concerns which were developed uring early discussions of the **ad hoc** committee.

COMMITTEE RECOMMENDATIONS

PROGRAM FOR STUDENT PARTICIPATION IN SCHOOL AFFAIRS

In response to the policy of the Board of Education regarding the participation of students in school affairs, the superintendent appointed an *ad hoc* group of students, teachers, and administrators

to study the situation and recommend ways in which schools can establish responsible and effective programs to implement the policy.

The discussions made it very clear that students — like their parents and teachers — accept the schools as institutions of society for educating young people. They recognize that all aspects of the structure and programs of schools should reflect this purpose. They desire, however, to be involved in the educative process including the conduct of the school as a community as well as to advise on the content of its curriculum.

Students serving on the *ad hoc* committee expressed opinions of Portland high schools which are typical of students' opinions of their schools throughout the nation.* The procedures and suggestions in this bulletin stem directly from these concerns.

When evaluating areas of student concern, adults must realize that a high school is to an individual what he perceives it to be. He forms his perceptions as he moves within the school and tests its responsiveness against his own sense of reality. Adults cannot dismiss students' perceptions as simply not relevant. Those perceptions determine behavior. The majority of today's students, with their increased information and awareness, wish to assert themselves far more than was the custom formerly. Therefore, schools must give attention to student opinons.

*As reported in several educational research periodicals.

PROGRAM OF ACTION

Each secondary school shall evolve a program for meaningful participation of students in the conduct of the school according to the following procedures:

I. **Communication**

Schools shall establish faculty-student-administrator groups for the purpose of discussing substantive school issues.

Suggestions and Ideas

1. These groups may initiate various activities including, but not limited to, some of the following:
   a. All-school convocation to hear issues, using small-group dialogue.

b. Participation of custodial workers, cafeteria workers, secretaries, and parents in discussions.
c. Class-level or all-school projects spearheaded by student government.

2. Procedures should be established to deal with rumors such as:
   a. Use of administrators to answer questions.
   b. Use of panels and the press.
   c. Establishment of control centers of administrators and students during periods of crisis.
   d. Use of the school paper for clarifying information and issues.
   e. Use of teachers, students, and administrators to present facts in open meetings.
   f. Use of student council meetings.
   g. Use of announcements in daily bulletins.
3. When school incidents occur which may be reported by the news media, school information should be coordinated with that of the district's office of public information to provide consistent, accurate, and dependable information to the press.
4. Spokesmen of student groups concerned with specific problems or issues in the school should be sought out and invited to present views.

II. **School Government**

Student government shall be so organized as to provide constructive participation of students in those school matters for which they can reasonably be expected to assume responsibility.

Suggestions:

1. As a beginning, students and the faculty should identify cooperatively those areas of appropriate student responsibility in school government.
2. Student, faculty, and administrative dialogues may be used to clarify the responsibility of school administrators and school boards as related to the purposes and legal structure of schools.
3. Students should share in the responsibility for recommending action about complaints from the community growing out of student conduct.

4. Close relationships between adults and students should be maintained through forums, joint committee service, and counseling.
5. Periodically, dialogue between student leaders and members of the community, Board of Education, and central administration may be organized.

III. **Student Newspapers**

An editorial policy for the school newspaper shall be established cooperatively.

Suggestions:

1. Matters that should be considered in determining policy include:
   a. Procedures for broad participation of students in the publication of the school paper according to established journalistic practices and good taste.
   b. Presentation of divergent ideas on controversial subjects (often published side by side).
   c. Provision for faculty-student exchange of ideas.
   d. Provision for publication of creative student materials.
   e. Interpretation and discussion of school policies.

IV. **Discipline and Control**

Schools shall publish and clarify all school rules and establish procedures for evaluating and modifying the rules with the aid of students and provide some mechanism for the hearing of student grievances.

Suggestions and Ideas

1. All schools should create a joint council of students and faculty to advise the administration on matters of discipline.
2. Student-faculty advisory committees may be established to advise the administration on matters relating to student behavior in the schools.
3. School rules should be evaluated periodically and needless or unenforceable rules eliminated.

V. **Curriculum and Instruction**

Each school shall provide opportunities on a regular basis for student participation in curriculum evaluation and instructional planning.

Suggestions and Ideas

1. Curriculum councils may be established to examine instructional and curricular practices and make recommendations for improvement.
2. Discussions of grading practices and alternatives should be held.
3. Students spend most of their time in classrooms with teachers. Some faculty time should therefore be devoted to ways of eliciting student reaction to course content and methods.
4. Classes and seminars may be offered (some of short duration) which would introduce current school issues. One such seminar being planned by students follows:

   The issues confronting the modern American high school would be presented in a historical and comparative perspective. Colloquially, the class would study and discuss where high schools have been, where they are, and their future. Second, the class would provide a channel of communication to administrators and faculty. Students could discuss policies, study other school operations, read materials, and ultimately construct on paper their conception of a model high school. Third, the students who might ordinarily see their high school with malice can use this class to get involved and they can play a creative role in the challenge of building a modern high school program.
5. Invitations should be sought for students to be involved in educational and community enterprises and in public dialogues on education.
6. A program of activities should be planned to build a sense of "community" within schools. Fine arts festivals, film festivals, international relations week, etc., have proved successful in uniting students' interests and talents in wide ranges of productive activities.
7. Course content and methodology should reflect the current interest on the part of students to participate fully in the school. Instruction should include techniques which will help students actively employ and develop their skills, knowledge, and values.

8. All courses should be evaluated for multi-cultural content.
9. Student teaching assistant programs should be explored more fully as a means of giving students a more active role in the educational endeavor and of making the acquisition of subject matter more personal and relevant.
10. Separate student curriculum councils may be maintained with provision for regular communication with faculties.

Appendix C

GRIEVANCE PROCEDURE FOR STUDENTS AND PARENTS

(drafted by Thomas P. Cook, Esq. for Lawrence Township)

The public schools as organizations of people are not immune to complaints, problems or disputes. Often when human beings work and interact, unsatisfactory conditions may be endemic. If permitted to exist and fester unremedied, these conditions are likely to produce undesirable effects in the school.

At the same time, neither disruption, vandalism, seizure of school buildings nor disobedience of lawful authority can be permitted under any circumstances. Contempt for lawful procedure and for the rights of others directly contravenes the philosophy of this school district.

The following policy is hereby established and adopted by the Board of Education in order to guarantee the right of dissent and to provide for an orderly method of resolving dissatisfactions and disputes.

1. **Definition of Terms.**

A. A "complaint" is defined as a disagreement or dissatisfaction based on any event or condition which affects the welfare or learning conditions of a student or a group of students. The complaint is to be presented **informally** to a teacher, an area coordinator, guidance counselor, or member of the special services team. A complaint may become a grievance if left unresolved.

B. A "grievance", within the meaning of this policy, is a formal, written claim by a student or group of students, or a parent or group of parents, that such person or group is aggrieved by reason of the application of any school rule or regulation, or of an order of any teacher, or by reason of any deficiency in the school system which requires remedial action.

C. The word "teacher" shall include any member of the professional staff of the school district unless the context indicates otherwise.

2. **Complaints.**

Any student or body of students and/or any parent or body of parents shall have the right to present a complaint informally at the teacher, area coordinator, guidance counselor, or special services level. If one or more persons are complained against, they shall be informed of the nature of the complaint. An attempt should be made to resolve the complaint **informally** to the satisfaction of all parties of interest. The principal may also attempt to resolve the complaint at this stage. The use of informal complaint procedures to settle dissatisfactions or disagreements shall be encouraged.

3. **Grievance by a student.**

A. Whenever any student feeling aggrieved has attempted to use the informal complaint procedure but without success, or whenever he believes such procedure to be inappropriate or impractical, he may proceed formally with a grievance in the manner hereinafter set forth.

B. A grievance shall be reduced to writing and shall set forth with particularity:

1. The specific nature of the grievance and a brief statement of the facts giving rise to it.
2. The respect in which it is alleged the student has been adversely affected.
3. The relief desired by the student.
4. The reasons why the student feels he is entitled to the relief sought.
5. Whether or not, in the opinion of the student, other students are similarly affected adversely, and if so, what group or groups of students.

C. One copy of the grievance shall be delivered to the school principal and one copy shall be forwarded to the Student Council for its comments and recommendations. If the grievance is against a teacher, a copy of said grievance shall also be served upon the teacher at the same time as service is made upon the school principal and Student Council. If the grievance is against the school principal, then a copy of same shall be forwarded to the Superintendent.

D. Within five school days after receipt of the grievance by the Student Council, that body shall set forth in writing its comments relative to said grievance and shall forward copies of its comments

to the aggrieved student, the teacher in question if the grievance relates to a teacher, and to the principal. Within five school days thereafter, the student and/or the teacher shall have the right to file written exceptions with the principal to the recommendations of the Student Council.

E. Within five school days after receipt of the comments by the Student Council and/or any exceptions thereto, the principal shall arrange for and hold a hearing at which there shall be present the aggrieved student, the teacher, if a teacher be involved, and no more than three representatives of the Student Council. Where the grievance purports to be filed on behalf of a group of students, they shall designate one spokesman for the group. The principal shall conduct the hearing informally and in such manner as in his discretion is most appropriate to the particular case, except that in any event each interested party shall have an adequate opportunity to be heard and to present testimony or affidavits of witnesses in his behalf. There shall be no cross-examination of parties or witnesses except as the principal shall deem necessary to elicit the facts.

F. Within five school days after the hearing, the principal shall, in writing, make a determination and recommendation and shall forward copies thereof to the Superintendent of Schools, the aggrieved student, the Student Council, and, where, applicable, to the teacher.

G. If either the aggrieved student, the teacher or the Student Council is dissatisfied with the determination and recommendations of the principal, they shall, within ten days of receipt of said report, set forth in writing, their reasons for disagreement and shall furnish copies of said reasons to each other, and to the principal and to the Superintendent.

H. Upon receipt of the report from the principal together with any objections thereto, the Superintendent shall, if within the scope of his authority, make a final determination or, in the event it is a matter on which the Board of Education is required to act, he shall make his recommendations to the Board in writing within five days of receipt of the writings hereinabove referred to. Copies of his determinations or recommendations shall be given to all parties who have appeared in the proceedings.

I. Any party who has participated in the proceedings and who is

dissatisfied with the determinations or recommendations of the Superintendent shall have the right to request a hearing before the Board of Education, provided such a request is filed in writing with the Secretary of the Board no later than ten days from the date of receipt of the determinations and recommendations of the Superintendent. Upon receipt of such a request, and after consultation with the Board, the Secretary shall notify all parties of a hearing date.

J. The case shall be heard upon the record submitted to the Board by the Superintendent; provided however that the Board may call such additional witnesses and experts as in its judgment may be necessary to aid it in coming to a resolution of the matters submitted to it. Each interested party shall be permitted to present arguments orally or in writing. No party shall be allowed to call additional witnesses at this stage except by special permission of the Board, nor shall any party be permitted to cross-examine witnesses except with the Board's special permission. The Board shall forward to all parties a written statement of its determination, which shall be final and binding, subject only to such further review as may be available under the provisions of Title 18A of the New Jersey Statutes.

4. **Grievance by a Parent**

A. Whenever any parent of any student has any grievance concerning his child or children or desire to be heard with reference to deficiencies alleged to exist in the school system, he shall reduce same to writing following, wherever applicable, the provisions of Paragraph 3 above, and shall forward said grievance to the principal of the school attended by his child or children.

b. Upon receipt of a grievance, the principal shall arrange for a meeting with the parent or parents involved and shall discuss the grievance fully with them. If the grievance involves a teacher, the principal shall summon the teacher to the meeting after first having given to said teacher a copy of the alleged grievance.

c. Within five school days after the final meeting with the parent (and with the teacher if one is involved), the principal shall make a determination and recommendation in writing and shall forward copies thereof to the Superintendent of Schools, to the aggrieved parent, and where applicable, to the teacher.

D. The procedure to be followed thereafter shall be similar to that set forth in paragraphs G, H, I and J of Article 3 hereof.

5. **General and Miscellaneous Provisions.**

A. Whenever a charge is made against a teacher, the teacher shall have the right at any stage of the proceedings to be represented either by an attorney or by a representative which has been recognized by the Board of Education, pursuant to the provisions of Chapter 303, Laws of 1968.

B. The processing of a grievance shall be confidential, and no publicity shall be released in connection therewith until a final decision has been made thereon. When a grievance involves a charge against a teacher, the matter shall remain confidential and no publicity shall be released in connection therewith unless or until, in the case of a nontenure teacher, the Board has suspended or dismissed him, or in the case of a tenure teacher, the charges against him shall have been certified by the Board of Education to the Commissioner of Education pursuant to the Tenure Employees' Hearing Act. Where a nontenure teacher is suspended or dismissed, or after the initiation of a grievance, has resigned, the publicity shall be limited to a statement of the fact of suspension, dismissal or resignation.

C. All parties to a grievance proceeding shall be free from restraint, coercion, discrimination or reprisal.

D. Since it is important that grievances be processed as rapidly as possible, the number of days indicated shall be considered as maximum and every effort shall be made to expedite the process. The time limits specified may, however, be extended when appropriate.

E. Failure to appeal a grievance to the next step within the specified time limits shall be deemed to be acceptance of the decision at that step.

F. The invocation of the procedure hereinbefore set forth shall not relieve an aggrieved individual of the responsibility of complying with any order which may have been issued unless the carrying out of said order shall have been stayed by the Superintendent of Schools or by direction of the Board of Education.

G. Nothing contained in this procedure shall be deemed to be in substitution for or in lieu of any method of review provided for under the provisions of Title 18A. Where another method of review is provided for under the provisions of Title 18A, then such method of review shall be followed and the procedure hereinabove set forth shall not be invoked.

Appendix D

STUDENT'S TEACHER EVALUATION FORM

(Cubberley High School, Palo Alto, California)
Rate the teacher on the following qualities on a scale of 1 to 5:

CREATIVITY

motivating influence

resourcefulness

inventiveness

EFFICIENCY

Objectivity in selection of materials

clarity

cohesiveness of topic

classroom control (as conductive to learning)

PERSONAL

communication ability (to both individual and class)

personal appearance

rapport with students

GENERAL

Presentation of subject matter

Ability to convey relevancy of subject matter to students' lives

Enthusiasm for subject matter

Interest in student's general welfare as well as interest in student's progress in class

How much respect does the teacher have for the knowledge of his students? (Does he tend to act superior to the achievements of his students?)

Stress on learning rather than grades

Does teacher develop a classroom atmosphere that is adaptable both to the particular group of students and to the subject matter?

Does teacher spend time, and what amount, talking about his personal life?

OTHER COMMENTS:

(Committee Note: No program of student evaluation of teachers should be undertaken without thorough preplanning and consultation with teaching personnel. Teachers must be willing to cooperate and, to do so, they must have a hand in working out how the evaluation will be used.)

Appendix E
YEAR OF THE MILITANT STUDENT

Excerpt from "The Year of the Militant Student", a presentation by Dr. Carroll F. Johnson, Director of the Institute of Field Studies, Teachers College, Columbia University at the 17th Annual Workshop, N.J.S.F.D.B.E., Atlantic City, N.J. October 24, 1969.

Note: Dr. Johnson was formerly Superintendent of the White Plains schools.

As I think of different communities and different school systems with which I am familiar, it occurs to me that the **excellent** school system is distinguished from the poor or mediocre one by having a board of education, a superintendent, a faculty and a community which are alert to the implications of change — alert and working to capitalize on these implications so as to harness change before crisis and confrontation can develop.

Unfortunately, too many of us are still prone to be insular, to assume that our own corner is safe. Too many school systems construct buildings after double sessions begin, adopt half-hearted integration plans after riots develop, consider new personnel policies after teachers strike and denounce Washington after legislation is passed, instead of moving in to shape new laws as they are being written.

Another common failing is to assume that a good job has been done locally, and relax. To some extent, I'm afraid, we did that in White Plains. Both city government and board of education had taken vigorous steps to extend quality of opportunity to all residents, including the 12 to 15 per cent which is Negro and the smaller but growing percentage which is Spanish-speaking, Oriental or of other ethnic, national or racial minority group extraction. In 1964, voluntarily and without pressure from civil rights groups, we integrated our school system from kindergarten through 12th grade, becoming the first city school system to undertake a comprehensive integration program of this particular kind. Under our Racial Balance Plan, no school building in our city is permitted to have less than approximately 10 per cent or more than approximately 30 per cent Negro enrollment. Attendance lines are adjusted, as necessary, to maintain the prescribed balance.

We won an NEA pacemaker award for the Racial Balance Plan and our State Education Department termed us "a lighthouse district." We also have a variety of programs designed to offset social and economic handicaps — summer Head Start, summer elementary school, a pre-kindergarten program during the regular school year for four-year-olds, a Remedial Reading Center for children with severe reading difficulties and remedial reading specialists who work in the school buildings.

Oh, we knew we were by no means perfect, but we did think we were doing a good job and we were understandably proud of it. The last thing we anticipated was unrest on any White Plains campus. Unthinkable! But it came. During the spring of 1968 a series of student boycotts created a tense, explosive and dangerous situation at the Senior high school.

For two days in March and one day in April, about 200 students — mostly Negro — refused to attend classes. They congregated on the lawn, sang freedom songs and were rude and insubordinate in their highly emotional presentation of grievances — real and fancied. But the vast majority of these youngsters were not radical or revolutionary. Moreover, their key requests were valid. They wanted a revised curriculum which would give fair credit, in social studies and English, to the achievements of the Negro.

At that time a faculty committee was already working a kindergarten through 12th grade revision of the social studies syllabus — but our students didn't know it. Our communication was not good enough.

The students also wanted assembly programs which would focus on Negro history and culture and they wanted more Negro participation in such activities as the steering committee for the senior prom. Like their elders among the moderate civil rights groups, these students wanted guidance counselors in whom they could have more confidence. In short, explicitly and implicitly, they were demanding a voice in educational policy making.

But because the majority of our boycotters were essentially moderate, and because their demands were valid, they gained considerable sympathy and support among white students at the high school, and they won the editorial support of the high school newspaper.

The methods of the protesting group were abrasive. The boycott episode definitely tended to undermine order and discipline.

Classes were disrupted and the education of other students was disrupted, at least in some measure.

I suppose we would have been justified in calling in the police to put an end to the disorder. A year before our boycotts occurred, I would have said as Yale President Kingman Brewster did: "I will discuss policy with any reasonable group of students, but I will not discuss or negotiate with a mob." Sometimes we make heroic statements and make noble rules. Sometimes we find ourselves boxed in, too.

We sat down with the boycott leaders and discussed their complaints. We swallowed our pride and reminded ourselves that they, after all, were boys and girls we had taught for several years, some of them since kindergarten.

In retrospect, I believe we did the right things. We succeeded in showing the students some areas in which they were mistaken. We also conceded that some of their demands were legitimate and agreed to do something about it. They, in turn, agreed to return to school and help get everyone back to class again. We signed a joint administration-student agreement to that effect. I hope, in the process, that we managed to make a few points about the superiority of rational discourse, the value of democratic processes, and the necessity to respect the rights of others. However, it may well be that, unfortunately, the most important point that we taught, through example, was that power (i.e. numbers of protestors) pays off.

Appendix F

SELECTED BIBLIOGRAPHY

Strategies for Coping With Student Confrontation

1. **Student Disruption in the Schools,** 56 page handbook for administrators. Available from I/D/E/A, Information and Services Division, P.O. Box 446, Melbourne, Florida, 32901.
2. "Strategies for Coping with Student Disruption." **School Management** Magazine, June 1969. 22 West Putnam Avenue. Greenwich, Connecticut, 06830.
3. **Activism in the Secondary Schools: Analysis and Recommendations.** A booklet written for administrators and teachers, with specific recommendations for establishing and maintaining open lines of communication and student involvement in the making of decisions, as well as procedures for dealing constructively with student disruption. Bureau of Educational Research, College of Education, University of Oregon, Eugene, Oregon. (Price $1.50)
4. **High School Racial Confrontation, A Study of the White Plains Student Boycott.** Report of the first in-depth investigation of student unrest and racial confrontation on the high school campus. White Plains Board of Education, 5 Homeside Lane, White Plains, New York, 10605. (Price $1.00)
5. **Report of Seminar on Student Activism and the Relevancy of Schooling,** published by the College Examination Board, the Danforth Foundation and the Institute for Development of Educational Activities, Inc. Copies available ($.50 each) from I/D/E/A, P.O. Box 446, Melbourne, Florida, 32901.
6. "Nine Tested Approaches for Coping With Conflict Situations." **Nation's Schools** Magazine, February, 1969. 1050 Merchandise Mart, Chicago, Illinois, 60654.
7. "Student Involvement (Channeling Activism into Accomplishment)." **Nation's Schools** Magazine, September 1969. 1050 Merchandise Mart, Chicago, Illinois, 60654.
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